

Allan (prof), Bridget (curr. designer, teacher), Christina (teacher), Michael (prof), Sylvie

- C: My voice, I didn't think I was so good as that. Like modulating, stopping and pausing. That was better than I thought it was, I was just gonna talk. There was a whole lot of that kind. So I was impressed with that. It was really neat with the videotape, to be able to see how there are things happening in the classroom that I can't see, that I don't know that they are happening, and that's what we talked about the other day, about walking around the classroom more, you know that was kind of, that had already twigged on that, and I really noticed that no that I watched the tape, yeah, there is not enough teacher movement when I am not using the board, to get away from the board, so that was one thing that I was struck with.
- A: You were saying that you were surprised to find your pacing, pausing, and stuff like that to be so good, so you are saying that when you watch yourself in the classroom, you are not who you thought you were?
- C: Yeah, it was different. I thought I was more boring to look at, and I thought I was quite, interesting 12:46, I was interested in looking at myself in a positive way, because it was me, but I thought no, that was someone that would attract your attention, and you'd want to look at. That was more than I thought.
- B: That is interesting that you should pick that out because that's one thing that I picked up from you, is that animation, 'cause I know that in my own teaching I tend to be sort of monotone in my voice more than you are
- C: well I noticed that ???
- B: I noticed I am starting to use the hands and the face, and to slow down, I've learned that from you for sure, 'cause sometimes=
- A: =So you found the same thing
- B: Yes definitely
- A: So you watched yourself on tape, and you found that you were a different person than you thought
- B: yes, yes, very much so. I used my eyes a lot more than I thought to, and I think sometimes i don't stop and figure out whether the kids have heard what I said before I go on
- C: I am not, that is harder than
- B: and not attuned with the kids as much I think you are, just being able to see in their faces if they got it and then if they don't, ask them more questions around it 12:47 it helps, because of having an agenda about the content
- C: well I think I even said that about myself last night, so may be that is something that we are always doing as teachers, that you don't feel like you are giving, because I know this morning, I really did that well; because I noticed it on the tape last night that there was one time when I was so into my agenda in giving my directions that I didn't notice what was going on around the class. So, I guess when you notice it, you are into it more and then you kind of shift away from it again until you notice it again. I was really impressed with how you learned the names really fast, because it was right in the beginning, and you knew every kids' name, and it was really helpful, like I used to kind of complement them for what I taught them which is eyes on me and the hands still and that kind of thing, but you've always, you are always good, like when someone is sitting, I know it sounds really stupid 12:48 but that's sentence has been helpful to me more than once, this, and you brought that into my vocabulary; I wouldn't ever have used it unless somebody else had come into the classroom and said that, and I know that over time, you just have helped me with words like that, and Bridget another thing that I was so impressed with how you, and I told you that many times, how you extend the ideas. I mean that thing, the good questions that Bridget thinks about and asks; it is phenomenal, it is like blew me right at the head
- B: yeah, I think a lot of it has to do with being really familiar with the content, and knowing what they can do and being comfortable with that, and I have learned that only with experience with this unit. I didn't used to have that.

C: Well,

B: "Cause I used to sort of say, OK, like Daniel (DD) today, I learned something from you about that

C: yeah, that's true, that's interesting wasn't it, that was really an interesting encounter

B: the situation

M: Can you elaborate on that? 12:49 Because Allan and I haven't been there

C: So bridges were being built, a tooth pick bridge was built, a straight bar of tooth picks, popsicle sticks, straight across about this wide (20 cm) with a couple of braces taped around it, more than one layer of popsicle sticks, it spanned a gap about this big. One made it in about 5 minutes. Somewhat low achieving, well really low achieving, he is going to another center with 5 kids for one teacher, for about 3 months, on Monday. He made this thing, and what Bridget and I have been working together on is to try to ask questions to pull out more, from the kids; you always wind up pull out more; I just write something down to talk about later; so he was, Bridget had asked him some questions and he had changed something underneath to make it stronger and I sort of came in and didn't know what she had talked about, and she was trying to get him to think about building a top on the bridge, and, because I knew the kid better than Bridget did, I wanted to stop, because I thought this was enough for that kid 12:50, I thought he had done this magnificent thing, I didn't think he should do another thing to it, he is really proud of it, it carried weight that's what we asked them to make it to do; and it just needed to stop then, and I probably could judge that way quicker because I know the kid so much better than you do. But on the other hand, what we 've been trying so hard to do is to extend that thinking, and it is hard to draw a fine line between extending the thinking and putting them down almost because, you are this powerful person you are the authority figure, and if you say that it's not, I saw it in my face on the video, you know like, so, what are you gonna do next? Or, it's just really, I call it teutonic excuse me, we are both German,

B: what does that mean?

C: It's kind of overbearing and it's kind of, it's very powerful, and it's only a stance 12:51, and it's not a word spoken, it's not even a facial impression, but that's not good enough; without saying a word. And I think I have to be really careful and that's another thin I noticed on the video last night that I did at one point, it was with the tower that Tyler and Serge and Adam are building, I used that horrible sort of stature at that time, and I thought about that today, is this what we are doing, are we being this power figure that is saying that is not OK. So it's just such a fine line.

B: well was interesting for me out of this situation, I have been working really hard at my question

C: bringing out the questioning

B: but I think sometimes, I am taking it too far, in other words,

C: not often though

B: just stopping and making a balance, between he had used a number of wonderful techniques in this bridge; and just because he had built it quickly, you know

C: you felt that you needed more

B: why does it have to be more? I guess I was trying to feel out whether he was interested in it, 'cause sometimes they are interested and just not sure

C: Yeah, if I had hadn't come 12:52 you probably would have done the same thing, just quickly

B: yeah, that's right

C: and I sort of barged in and did it

B: I really feel that it is important not to force it; if they really don't want to build a bigger or whatever, that's fine; what I learned from you is that sometimes I did have too high of an expectation about where to take it. you know, like sometimes, especially for kid like Daniel that you did know is struggling you know in some other areas, being really in tune with that, and celebrating the small successes they have made, like the successes he's made might be different than someone else in the class

C: exactly  
B: and he did have a cantilever in that bridge  
C: amazing  
B: which is a rare concept that not a lot of kids get  
C: and the braces, not the braces underneath, but the braces sideways, I mean, it was a lot of thought  
B: and when I questioned him about which part he thought would go first if it was tested, he was right on, like he knew that those foundations on the side would give out first, so I asked, how might you prevent that from happening so we can make it longer? 12:53 But he wasn't really interested in doing that at that point. You know, you said you would say to him he would have another opportunity to do another bridge rather than to modify that one  
C: and he really took off with that too  
B: and he was really excited, oh and he didn't want to have any other materials he loved the picks and tape  
M: he chose different materials, didn't he (SCRATCHING HIS HEAD)  
C: straws, but he still used the tape, cause the tape was what he liked, he said, 'I love this tape'  
A: isn't that interesting, I know lots of kids who love tape, they just love tape (SCRATCHING HIS HEAD, the same way)  
C: isn't that funny, neat  
A: a couple of kids I taught a few summers ago, I mean, give 'em a roll of tape and they used to be happy for hours, they would just ... and wrapp, you know  
C: isn't that funny, and Daniel W. I remember he got right into the tape, and I said no, sorry dear, you gonna have to use a little less tape than that 12:54 he's a kid that I find, and it is interesting because his father is very strange and very powerful, and uses his temper and so on, but I noticed he just shrinks when I have that pose that I was talking about, that sort of powerful, teutonic  
A: teutonic?  
M: teutonic  
C: German, you know it's kind of  
M: t e u t o n i c, teutonic, it is a German tribe, and it is sort of the word stands for meaning overbearing, because they were  
C: overbearing, yeah  
A: oppressing  
C: not oppressive, more overbearing, not violent, more verbally, and  
A: do you recognize, if you saw what Christina would call 12:55 teutonic, would you recognize it?  
B: sure, yeah, I think I would, for sure, and I know I do it too in some ways, may be in a different way that you do  
C: that's right  
B: that's mostly when I am really excited, and I have my own agenda about what I want, it is this, like you come around like with this big presence, I've seen this in Ontario, when I watched myself being videotaped questioning a little child, he was a grade 2 child, and he was really quiet, I was like you are brainstorming, and I was like, yeah that's great, and I was yelling in his ear, and I physically saw this little kid to have withdrawing  
C: it makes a kid withdraw  
B: and I this big person  
C: it makes shrink, they don't yeah, and I saw it with Daniel W. today, I was making him shrink, I did it like 3 or 4 times, he did things wrong, he deserved to shrink, he hadn't done what I had asked at certain points, but then it carried over, then at one time when I wasn't, we had finished with my shrinking of him so that he did what he did, he continued to shrink when I talked to him.